

My Communication Passport: SN

Date of Birth: 10/11/20xx

Setting: Buttercups Nursery School

Start Date: 20/09/20xx

End Date: 29/07/20xx

School Name: Primary School

Key Person: Megan

Behaviour/ Need	Potential Triggers	Response from Adults
Anxious Smile	<ul style="list-style-type: none"> -Feeling nervous, overwhelmed or out of his comfort zone. -Typically seen on entering Buttercups. -This smile has the potential to escalate to other behaviours that are “attention needing” such as hitting himself or rolling on the floor. 	<ul style="list-style-type: none"> -Sxxxx needs to feel seen and recognised in the environment -A warm tone, eye contact, physical touch (cuddles). -Sxxxx needs to be diverted through conversation to help him settle.
Gunky eye	<ul style="list-style-type: none"> -Feeling worried or overwhelmed. 	<ul style="list-style-type: none"> -Sxxxx can be asked “I can see you’ve got a gunky eye is something worrying you?” -To wipe the eye Sxxxx is given a choice “Shall Megan wipe your eye, or would you like to do it?” or “would you like warm or cold water on the cotton pad?”
Hitting himself/ bashing his teeth	<ul style="list-style-type: none"> -Large group situations -Seeking an adult’s attention. 	<p style="text-align: center;">Response to this is dependent on the situation:</p> <ul style="list-style-type: none"> -In group situations I will say “Who can remember the rules when we are sat at the carpet?” ... “I can see chid x sat with his hands in his lap” I will then recognise Sxxxx “I can see Sxxxx has got his legs crossed.” This helps Sxxxx to feel seen in the group and the hitting typically stops. -If Sxxxx is hitting himself whilst looking at me, I will say “I can see you are using your hand to hit your head, that must hurt, do you need something?” Sxxxx will either tell me something or say “I don’t know.” If he says “I don’t know” I will offer him a cuddle or a choice of what to play with.

<p>Pushing and grabbing other children</p>	<p>-Situations where he is close to others (on the carpet, lining up)</p>	<p>-During activities such as laying down that require Sxxxx to be close to other children, I will state the expectation before it starts, "we are going to lay down, you need to find a space, the rule is we are not going to touch our friends, our hands stay on our bodies." During the activity, if Sxxxx touches another child I will say "Sxxxx, I can see you are touching child x, what is the rule?" If Sxxxx then continues, I will say "I can see you are finding it hard to follow the rule, so to keep the other children safe you need to move into this space or this space (giving 2 choices)." -"Your hands stay on your body" is a phrase I use.</p>
<p>Throwing his glass/ hat or objects around him</p>	<p>-Frustration/ Anger -When something is not going his way -When he is not being listened to.</p>	<p>- "Sxxxx , I can see that you are angry, it is ok to be angry but it is not ok to throw your hat and glasses, is there something you need right now to calm down?" Sxxxx may say a cuddle, or I will get Sxxxx ' calm down bag and give him 2 choices from the bag. Sxxxx will then use this resource until he appears calmer. At this point I will approach Sxxxx saying "I know it very frustrating/? makes you feel angry when but throwing your hat and your glasses is not a good choice, what can you do when you feel angry/ frustrated?" I will then get Sxxxx to retrieve his hat and glasses. Sxxxx also has a social story about using his calm down bag that I will use if he is unsure what he can do when he feels angry/ frustrated. -After this type of situation if Sxxxx appears to be struggling to regulate and engage in other activities I will offer him his heated wheat bag to place over his shoulders or his ice ring to chew.</p>
<p>Impatience displayed through shouting, touching others, pushing, "attention needing" behaviours.</p>	<p>-Waiting for his turn with a toy -Waiting for his turn to do an activity.</p>	<p>With activities that Sxxxx has to wait to take part in, I will give him 2 choices as to what he can do whilst waiting "would you like to stand next to me and wait or go and play in the water tray?" Whilst he is waiting, I will give him reminders/ running commentary so he is aware I have him in mind "your turn is after child x has finished."</p>

<p>Other children not following Sxxxx ' "rules"</p>	<p>-Children who are unclean (a runny nose/ dirty hands)- Sxxxx may try to wipe their nose for them.</p> <p>-Children who are not tidying up- Sxxxx displays frustration, he may get close to them and tell them it is tidy up time or try to take away the toy they are holding.</p> <p>-Sxxxx used to get frustrated by children who are not following "play rules" for example putting pretend fruit on a cake stand or pretending to eat something inedible. This type of rule following has greatly improved during his time at Buttercups and now rarely occurs, however it is something to be aware of.</p>	<p>-I will thank Sxxxx for trying to help/ letting me know, however I will say "Megan is the teacher so it is Megan's job to make sure the children are wiping their nose/ tidying up- your job is to help your friends to tidy/ wipe your own nose when it is running"</p> <p>-With the play rules, I will say "Is child x safe?" If Sxxxx ' responds no, I will ask him "why isn't child x safe?" I will then explain that "it is ok for that to happen and if Megan thinks they will hurt something/ someone Megan will stop them."</p>
<p>Tipping, squeezing things, wiping things, throwing things.</p>	<p>-When Sxxxx is beginning to dysregulate</p> <p>-When an out of routine event has occurred</p> <p>-Sensory feedback</p>	<p>-Sxxxx ' calm down bag is also a sensory bag. If I identify a "need" I will state that need to Sxxxx "I can see that you need to tip because you are tipping your water on to the carpet" "Megan cannot allow you to tip your water onto the floor because it makes the floor slippery and wet, let's find a tissue to clear it up then we can find your bag"</p> <p>-In this situation cleaning the water up is the related consequence and then I will "fill the need" by offering him something to tip from his bag.</p> <p>-Out of routine events are called "oopsy daisy days"</p>
<p>Over excitement/ heightened laughter. Sxxxx can become fixated on certain statements</p>	<p>-Silly statements that don't make sense. For example, recent fixations have been on the statement "Mabel Bagel" that was introduced during a rhyming game. Sxxxx has brought this up regularly during the past month. Sxxxx becomes</p>	<p>-Sxxxx needs time to calm after overly funny things this can involve a cuddle, time with his bag or taking himself off to play. If I am being silly and humorous, I will choose an appropriate time when Sxxxx has an opportunity to calm before a focused time (such as during free play). I will also control the environment around Sxxxx whilst he needs time to calm himself, for example I and other adults will remain calm.</p>

	<p>over excited by this and will begin to find everything funny or repeatedly say the statement.</p> <p>-Other children laughing at something he has said</p>	<p>-I also will not focus on the statements I will use general "I like it when" comments such as "I like it when everybody is sat on their bottoms."</p>
<p>Fixation on certain toys. At Buttercups, this toy is a big red bike and a long grey tube. Although Sxxxx is able to engage with other toys he likes to have these 2 items accessible and will play with them for long periods.</p>	<p>-Other children having the long grey tube can result in Sxxxx becoming upset.</p> <p>-Other children having the bike for too long.</p> <p>-Having to give the toy to someone else.</p> <p>-The bikes not being accessible causes Sxxxx to ask continually about them "Are the bikes out?" and question why they are not out.</p>	<p>-Sxxxx is encouraged to ask the other child for a turn with the tube. I then remain close by and if the other child says no and Sxxxx begins to get frustrated, I will say "I know it can be hard when you really want a turn but they are still using the tube, would you like to use this black tube or go and play with something else?"</p> <p>-If Sxxxx has been on the bike for a long period of time and other children have already asked him, I will encourage Sxxxx to reflect on how the other child might be feeling "Remember when you had to wait for the bike and it made you feel frustrated, child x has just asked me if he can have a turn, what do you think a good choice might be?"</p> <p>If Sxxxx continues to use the bike I will say "Sxxxx, child x is waiting for a turn, would you like 2 more minutes or 5 more minutes" I will then use a timer.</p> <p>-Sxxxx appears to be able to engage better in other activities if his access to the bike is controlled, for example some days they are put away and he is given a genuine explanation as to where they are "the obstacle course is out today so we have put the bikes away."</p>
<p>Submerging himself in sensory experiences</p>	<p>-Shaving foam</p> <p>-Gloop</p> <p>-Water play</p> <p>-Mud Kitchen</p>	<p>-If Sxxxx is doing this, it appears it is a need he is trying to fill. If it is an activity where it is not appropriate for Sxxxx to submerge himself, I will state the expectation before the activity begins "The shaving foam needs to stay in the tray, you can put it on your hands and your arms."</p> <p>If Sxxxx then tries to submerge himself (cover other parts of his body) I will remind him of the rule. If he continues, I will say "I can see you are struggling to follow the rule, let's find something that you can put on your body" (For example his heated wheat bag on his body). However,</p>

		as it is a need he is clearly feeling I will often allow this exploration to happen if possible.
Hear me See me Need.	-Large groups (carpet time or lunch time) it is also heightened in large groups in smaller spaces (sand pit). During large group situations Sxxxx may touch or grab the children next to him.	-Sxxxx needs to feel that you are thinking about him and have him in mind to prevent behaviours, for example, at the start of group times we may sing "hello Sxxxx , hello child x song" -If he is displaying behaviours such as touching the other children, I will ask if he would like a cuddle then give him a choice of sitting next to 2 different children. I also use "I like it when all the children are sat on their bottoms, I like it when I can see everybody's eyes looking at me." I then immediately start praising the children and praise the first thing Sxxxx does. -At lunch time Sxxxx chooses where he would like to sit and who we would like to sit next to, this helps him to be involved in having control in this situation. A reminder of the behaviour expected at lunch time is sometimes needed "Do you remember what can your hands touch at lunch time? Can they touch child x's food?" Sxxxx likes an adult to be near him during the lunch period, discussing his lunch items, likes and dislikes keeps him focused on eating his lunch and not touching other children. When he has finished his lunch, he is offered a fidget toy or book to look at whilst he waits for lunch time to end.

Generally, when a situation occurs or if I can anticipate something about to happen, I will think of; what do I think he is feeling, what is the rule or boundary in this situation, what can the related consequence be (if there needs to be one), what is he communicating.
Important points to remember; offer him to be close to you, divert the behaviour to something he can do, make sure he feels listened to and ensure it's the behaviour that is unwanted not him.